

Unit 1 – Introducing Instruments

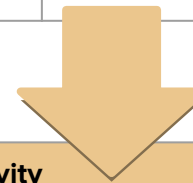
Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	Wake Up Nod-stamp-tap-move	This activity is introduced in unit 3	Can You Hear?	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A student...
A	A small man-made rainstick Most natural rainsticks will be too wide for little hands but it is worth having one around for coactive work as they do sound and feel different.	Can You Hear The Rain? Give each student an opportunity to explore the rainstick whilst the music is playing. Encourage the students to pass the rainstick to classmates.	<ul style="list-style-type: none"> • Stills / animates to sounds • Works coactively • Works independently • Passes on
B	Wind chimes on a stand The stand allows independent playing.	Can You Hear? Give each student an opportunity to explore the wind chimes whilst the music is playing.	<ul style="list-style-type: none"> • Stills /animates to sounds • Works coactively • Works independently
C	A large drum Use the biggest drum you possess. It should sound and look impressive.	Can You Hear? Give each student an opportunity to explore the drum whilst the music is playing.	<ul style="list-style-type: none"> • Stills /animates to sounds • Works coactively • Works independently
D	Choose two instruments	Can You Hear? Give each student an opportunity to choose one out of the two instruments to explore whilst the music is playing.	<ul style="list-style-type: none"> • Makes choices with assistance • Makes choices independently • Works independently

Unit 2 – Exploring Instruments

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	See What I Can Do Wiggle-shaker-stretch	This activity is introduced in unit 3	Step Up	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A student...
A	A large drum Playing instruments that have a strong vibration close up for students with sensory impairment can be a revelation.	Step Up Pass the drum around the group. Each student can explore the instrument using hands or beaters as appropriate.	<ul style="list-style-type: none"> ● Stills / animates to sounds ● Works coactively ● Works independently
B	Wind chimes on a stand The stand allows independent playing.	Step Up Pass a set of chimes around the group. Each student can explore the instrument.	<ul style="list-style-type: none"> ● Stills / animates to sounds ● Works coactively ● Works independently
C	A piece of tuned percussion Glockenspiel, xylophone, metallophone, chime bars etc. Have a range of beaters available to help small hands / weak grip / stiff wrist etc. Quiet players need harder beaters and vice versa.	Step Up Pass along or rotate around a piece of tuned percussion. Each student can explore the instrument using the right beater for them.	<ul style="list-style-type: none"> ● Stills / animates to sounds ● Works coactively ● Works independently
D	Electronic instruments iPad, keyboard, Kaossillator, PC if space allows.	Step Up Pass along or rotate around an electronic instrument. Each student can explore the instrument.	<ul style="list-style-type: none"> ● Stills / animates to sounds ● Works coactively ● Works independently

Unit 3 – Choosing Instruments

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	Can You Sway? Head-arms-legs-body	Look In The Box Place 2-3 hand-held instruments in a box and pass to the first student. They choose, play, put back and pass on.	My Beat	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A student...
A	Two large drums	My Beat Place the drums in the solo spot. Give each student an opportunity to come out to the solo spot and play one or both instruments with hands or beaters.	<ul style="list-style-type: none"> • Animates / stills to sounds • Works coactively • Plays one instrument only • Alternates between both drums
B	A drum Wind chimes on a stand	My Beat Place all the instruments in the solo spot. Give each student an opportunity to come out to the solo spot and play the instruments, separately or in combination.	<ul style="list-style-type: none"> • Animates / stills to sounds • Works coactively • Plays one instrument only • Alternates between instruments
C	A drum Cymbal on a stand	My Beat Place all the instruments in the solo spot. Give each student an opportunity to come out to the solo spot and play the instruments, separately or in combination.	<ul style="list-style-type: none"> • Animates / stills to sounds • Works coactively • Plays one instrument only • Alternates between instrument
D	A drum Wind chimes on a stand Cymbal on a stand	My Beat Place all the instruments in the solo spot. Give each student an opportunity to come out to the solo spot and play the instruments, separately or in combination.	<ul style="list-style-type: none"> • Works coactively • Plays one instrument only • Alternates between instruments

Unit 4 – Introducing Sway

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	Can You Sway? Arms-legs-body	I Can Choose Place 2-3 hand-held instruments in a box and pass to the first student. They choose, play, put back and pass on.	Hazy Sway	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A student...
A	Wind chimes on a stand The stand allows independent playing.	Hazy Sway Place the chimes in the solo spot. Ask a student to come to the solo spot and play.	<ul style="list-style-type: none"> • Touches / plays for short time • Plays for longer • Plays with confidence
B	A piece of tuned percussion Glockenspiels, xylophones, metallophones, sets of chime bars etc will all work. Have a range of beaters available to help small hands / weak grip / stiff wrist etc. Quiet players need harder beaters and vice versa.	Hazy Sway Place the tuned instrument in the solo spot. Ask a student to come to the solo spot and play.	<ul style="list-style-type: none"> • Touches / plays for short time • Plays for longer • Plays with confidence
C	Wind chimes on a stand A piece of tuned percussion	Hazy Sway Place all the instruments in the solo spot. Ask each student to come out to the solo spot and choose one of the instruments and play.	<ul style="list-style-type: none"> • Touches / plays for short time • Plays for longer • Plays with confidence

Unit 5 – Introducing March

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	Roly Poly Follow the actions as directed; roly poly, wibble wobble, shaker shaker.	Making A Choice Place 2-3 hand-held instruments in a box and pass to the first student. They choose, play, put back and pass on.	Piccolo March	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A student...
A	No instruments	Piccolo March Everyone listens. Encourage the students to move their legs and feet with the beat.	<ul style="list-style-type: none"> • Moves coactively • Moves independently • Moves with the beat
B	A large drum For students with sensory impairment, playing instruments that have a strong vibration can be a revelation.	Piccolo March Place the drum in the solo spot. Give each student an opportunity to come out and play the drum with their hands.	<ul style="list-style-type: none"> • Plays coactively • Plays independently • Plays with awareness of style
C	A large drum and beaters Have a range of beaters available to help small hands / weak grip / stiff wrist etc. Quiet players need harder beaters and vice versa.	Piccolo March Place the drum in the solo spot. Give each student an opportunity to come out and play the drum. Children who find using a beater challenging may still use their hands.	<ul style="list-style-type: none"> • Plays coactively • Plays independently with a beater • Plays with awareness of style with a beater

Unit 6 – Introducing Loud and Quiet

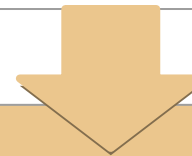
Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	You've Gotta Shake-step-jump-shimmy	Can You Play Place 2-3 hand-held instruments in a box and pass to the first student. They choose, play, put back and pass on.	Big/Soft Sound	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A student...
A	A drum	Big/Soft Sound Place the drum in the solo spot. Ask each student to come to the solo spot and play during the 'Big Sound' section. They return to their place on the 'Soft Sound' section.	<ul style="list-style-type: none"> ● Reacts to change ● Plays an instrument in the 'Big Sound' section ● Plays with awareness of style
B	A selection of large instruments Arrange these like a drum kit around the solo spot.	Big/Soft Sound Place the instruments in the solo spot. Ask each student to come to the solo spot and play during the 'Big Sound' section. They return to their place on the 'Soft Sound' section.	<ul style="list-style-type: none"> ● Reacts to change ● Plays an instrument in the 'Big Sound' section ● Plays with an awareness of style
C	Small rainstick Most natural rainsticks will be too wide for little hands but it is worth having one around for coactive work as they do sound and feel different from man-made versions.	Big/Soft Sound Place the rainstick in the solo spot. Ask each student to come to the solo spot and play during the 'Soft Sound' section. They return to their place on the 'Big Sound' section.	<ul style="list-style-type: none"> ● Reacts to change ● Plays an instrument in the 'Soft Sound' section ● Plays with an awareness of style

Unit 7 – Contrast

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice. Keep the song playing until everyone's name has been sung.	See What I Can Do Wiggle-shaker-stretch	Look In The Box Place 5-6 hand-held instruments in a box and pass to the first student. They choose, play, put back, and pass the box on.	Step Up	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A student...
A	A large wooden solo instrument Different types of beater can produce dramatic contrasts from the same instrument. Soft, medium and hard options would be good.	Step Up Place the instrument in the solo spot. Ask each student in turn to come to the solo spot and play the wooden instrument. Assist them in choosing / swapping the right beater for their playing style. If students can't or won't move, the solo instrument may be taken to them.	<ul style="list-style-type: none"> Plays coactively Plays independently with beater Plays with awareness of style with beater
B	A large metal solo instrument Different types of beater can produce dramatic contrasts from the same instrument. Soft, medium and hard options would be good.	Step Up Place the solo instrument in the spot. Ask each student in turn to come to the solo spot and play the metal instrument. Assist them in choosing / swapping the right beater for their playing style. If students can't or won't move, the solo instrument may be taken to them.	<ul style="list-style-type: none"> Plays coactively Plays independently with beater Plays with awareness of style with beater
C	A large wooden instrument A large metal instrument	Step Up Place the metal and wooden instruments in the solo spot. Ask each student in turn to come to the solo spot and play one of the instruments. Assist them in choosing / swapping the right beater for their playing style. If students can't or won't move, the solo instrument may be taken to them.	<ul style="list-style-type: none"> Plays coactively Plays independently with beater Plays with awareness of style with beater Shows a preference for metal/wood

Unit 8 – Imitation

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice. Keep the song playing until everyone's name has been sung.	Wake Up (instrumental) This version of 'Wake Up' is instrumental allowing students to select actions using the flash cards.	Listen to my Sound Place 5-6 hand held instruments in a box and pass to the first student. They choose, play, put back, and pass the box on.	Strolling through the Jungle. Lion and Crocodile	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A student...
A	Track: Lion	Lion Let the students vocalise on the "ROAR" sound, or use their hands to imitate/sign the "ROAR".	<ul style="list-style-type: none"> • Vocalises on cue • Vocalises with awareness of style • Vocalises with clarity
B	One drum or cymbal Animal flash cards Track: Lion	Lion Place the drum or cymbal in the solo spot. Ask a student to make rapid beats on the instrument using their hands when they hear "ROAR".	<ul style="list-style-type: none"> • Makes their "ROAR" sound on cue • Stops their "ROAR" sound on cue
C	One drum or cymbal Animal flash cards Track: Lion	As for B but use beaters.	<ul style="list-style-type: none"> • Makes their "ROAR" sound on cue • Stops their "ROAR" sound on cue
D	Two woodblocks Animal flash cards Track: Crocodile	Crocodile Place the woodblocks in the solo spot. Ask a student to strike the instruments when they hear "SNAP".	<ul style="list-style-type: none"> • Makes their "SNAP" sound on cue • Stops their "SNAP" sound on cue
E	As for A, B, C, D Tracks: Lion or Crocodile (Choose a lion or crocodile song from the onscreen menu)	Play the track of choice Let the students select the animal sound they want to imitate.	<ul style="list-style-type: none"> • Shows a preference • Makes their sound on cue • Stops their sound on cue

Unit 9 – Waltz

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice. Keep the song playing until everyone's name has been sung.	<p>Can You Sway? (with vocals) Arms-legs-body</p> <p>Can You Sway? (instrumental) This version allows you to create your own actions.</p>	<p>I Can Choose</p> <p>Place 5-6 hand-held instruments in a box and pass to the first student. They choose, play, put back, and pass the box on.</p>	<p>Swaying</p>	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A student...
A	Wind chimes on a stand	<p>Swaying Place a set of wind chimes in the solo spot. Model slow and gentle playing.</p> <p>Play Swaying again The students can take it in turns to come to the solo spot and imitate the modelled sound.</p>	<ul style="list-style-type: none"> Imitates the modelled sound Plays with a sense of beat
B	A piece of tuned percussion, from which the notes C and F can be removed. Glockenspiels, xylophones, metallophones, sets of chime bars etc will all work. Try using soft beaters to create a soft sound.	<p>Swaying Place the tuned percussion in the solo spot. Model slow and gentle playing.</p> <p>Play Swaying again The students can take it in turns to come to the solo spot and imitate the modelled sound.</p>	<ul style="list-style-type: none"> Imitates the modelled sound Plays with a sense of beat
C	A set of wind chimes on a stand A piece of tuned percussion	<p>Swaying Place both instruments in the solo spot. Model slow and gentle playing.</p> <p>Play Swaying again Ask a student to come out to the solo spot and choose the instrument they want to play. The students can take it in turns to imitate the modelled sound on their chosen instrument.</p>	<ul style="list-style-type: none"> Imitates the modelled sound Plays with a sense of beat
D	A set of wind chimes on a stand A piece of tuned percussion	<p>Swaying Place both instruments in the solo spot. Ask two students to come out to the spot, they can choose an instrument and play together.</p>	<ul style="list-style-type: none"> Imitates the modelled sound Plays with a sense of beat Plays with awareness of partner

Unit 10 – March

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice. Keep the song playing until everyone's name has been sung.	Roly Poly	Making A Choice Place 5-6 hand-held instruments in a box and pass to the first student. They choose, play, put back, and pass the box on.	Marching Band	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A student...
A	Drum on a stand Snare drums are good. If you don't have one, any large free-standing drum will work. Use a range of beaters.	Marching Band Place the drum in the solo spot. Model playing with awareness of music. Replay Marching Band Invite the students to come to the solo spot and imitate the modelled sound.	<ul style="list-style-type: none"> Imitates the modelled sound Plays with a sense of beat
B	A range of tapping instruments Woodblocks, claves, slit drums etc. START-STOP flash cards	Marching Band Ask the all the students to choose an instrument. Ask a student or member of staff to be the flash cards leader. The leader shows the START card. Everyone plays together until the leader shows the STOP card and then everyone stops.	<ul style="list-style-type: none"> Imitates the modelled sound Plays with a sense of beat Follows flash cards directions
C	As for A and B	Marching Band Ask all the students to choose an instrument. Place the drum in the solo spot. Select one student to be the drummer and one student to be the leader. The leader shows the START card. All the students play until the leader shows the STOP card. The leader directs the drummer using the stop-start flash cards.	<ul style="list-style-type: none"> Imitates the modelled sound Plays with a sense of beat Follows flash cards directions

Unit 11 – Loud and Quiet

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice. Keep the song playing until everyone's name has been sung.	You've Gotta Shake-step-jump-shimmy	Can You Play Place 5-6 hand held instruments in a box and pass to the first student. They choose, play, put back, and pass the box on.	Big/Soft Sound	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A student...
A	<p>A piece of tuned percussion for 'Soft Sound'</p> <p>A selection of hand-held percussion START-STOP flash cards</p>	<p>Big/Soft Sound</p> <p>Place the solo instrument in the solo spot. Ask all the students to choose a piece of hand-held percussion. Everyone can play during the 'Big Sound' section until the STOP card is shown. Ask a student to be the soloist and to play during the 'Soft Sound' section. They can then return to their place and instrument when the 'Big Sound' section returns.</p>	<ul style="list-style-type: none"> Accepts a given role in solo and group work Plays with awareness of their role in solo and group work
B	<p>A large drum</p> <p>A selection of hand-held percussion</p>	<p>Big/Soft Sound</p> <p>Place the solo instrument in the solo spot. Ask all the students to choose a piece of hand-held percussion. Everyone can play in the 'Soft Sound' sound section until the STOP card is shown. Ask a student to be the soloist in the 'Big Sound' section. They can return to their place and instrument in the next 'Soft Sound' section.</p>	<ul style="list-style-type: none"> Accepts a given role in solo and group work Plays with awareness of their role in solo and group work
C	<p>A drum for 'Big Sound'</p> <p>A piece of tuned percussion for 'Soft Sound'</p>	<p>Big/Soft Sound</p> <p>Place the instruments in the solo spot. Ask a student to come to the solo spot, choose one of the instruments and play the chosen instrument at the correct time.</p>	<ul style="list-style-type: none"> Chooses solo instrument Plays chosen instrument at the appropriate time

Unit 12 A-B – Boogie Train

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	You've Gotta Shake-step-jump-shimmy	Can You Play Place 5-6 hand-held instruments in a box and pass to the first student. They choose, play, put back, and pass the box on.	Boogie Train: Rainforest	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A student...
A	A selection of cabasa, shakers, whistles etc Instruments to imitate the train moving	Boogie Train: Rainforest Ask 3 of the students to choose from the selection of hand-held percussion to imitate the sound of the train. Play the start of Boogie Train: Rainforest , the soloists can play along with the chorus. When the chorus finishes stop the track.	<ul style="list-style-type: none"> Plays with group Stops when music stops
B	A selection of cabasas, shakers, whistles etc Instruments to imitate the train moving Solo instruments imitating the sounds of the rainforest eg Rainstick Shaker Guiro	Boogie Train: Rainforest Ask 2 or 3 students to choose from the selection of hand-held percussion to imitate the sound of the train. Place these solo instruments in the solo spot. The students playing the train sounds can play along to the chorus. When the music changes, show the flash card for the Rainforest. Ask 2 students to come to the solo spot to make sounds of the rainforest using their instruments. When the train music restarts all the students with the train sounds can play again.	<ul style="list-style-type: none"> Accepts their role as part of main group Accepts their role as part of solo group Anticipates cyclic structure, eg a train journey. Arriving at a destination and then returning on the train again

Unit 12C-E – Boogie Train

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	You've Gotta Shake-step-jump-shimmy	Can You Play Place 5-6 hand-held instruments in a box and pass to the first student. They choose, play, put back, and pass the box on.	Boogie Train: Seaside Boogie Train: Space Boogie Train: Full Journey	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A student...
C	Instruments imitating the sea eg Ocean drum Cymbal with brushes	Boogie Train: Seaside Ask 2 or 3 students to choose from the selection of hand-held percussion and to imitate the sound of the train. The students creating the train sounds can play along to the chorus. Place the solo instruments that will be used to imitate the sounds of the sea in the solo spot. When the music changes, show the flash card for the sea, then ask 2 students to come to the solo spot and evoke the sounds of the sea. When the train music restarts, all the students creating the train sounds can continue to do so.	<ul style="list-style-type: none"> Accepts role as part of main group Accepts role as part of solo group Anticipates cyclic structure, eg a train journey. Arriving at a destination and then returning on the train again
D	Instruments imitating space eg Electronic equipment Keyboard iPad Synthesizers	Boogie Train: Space Ask 2 or 3 students to choose from the selection of hand-held percussion to imitate the sound of the train. They can play along to the chorus. Place the solo instruments imitating the sounds of space in the solo spot. When the music changes, show the flash card for SPACE and invite 2 students to the solo spot to create 'spacey' sounds.	<ul style="list-style-type: none"> Accepts role as part of solo group Anticipates cyclic structure, eg a train journey. Arriving at a destination and then returning on the train again
E	The Journey Instruments imitating the rainforest, the sea and space	Boogie Train: Full Journey Give each student an instrument linked to the 3 places visited above and then create a train group. Each student can play when their flash card is shown. The track will alternate between the train and each of the landscapes in turn.	<ul style="list-style-type: none"> Anticipates cyclic structure, eg a train journey. Arriving at a destination and then returning on the train again

Unit 13 – Instrument Skill

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice	Wake Up Let the students choose the actions they are known to enjoy.	Big Noise Everyone chooses a hand-held instrument. Play the track and show EVERYONE card. At the end of chorus stop the group and name a student to play a solo. When the chorus comes around, hold up the EVERYONE card. Repeat as necessary	This Is How	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A student...
A	Cymbal on stand A piece of tuned percussion Hard and soft beaters Instrument flash cards EVERYONE flash cards	This Is How Place both instruments in the solo spot. Show a student the instrument cards and ask that student to choose one and match it to the actual instrument. The student can play a solo in the instrumental part of the music.	<ul style="list-style-type: none"> ● Makes an independent choice ● Matches cards to instruments ● Recognises their cue to play ● Shows awareness of mood and style
B	Two contrasting instruments eg Drum Chimes Instrument flash cards EVERYONE flash cards	Repeat as activity A with the new instrument selection.	<ul style="list-style-type: none"> ● Makes an independent choice ● Matches cards to instruments ● Recognises their cue to play ● Shows awareness of mood and style
C	Selection of instruments from A, and B Instrument flash cards EVERYONE flash cards	This Is How The students duet in the instrumental part of the music. Place the instruments in the solo spot and ask a student to choose an instrument from the selection. The student must choose a partner who can then choose an instrument to form a duo.	<ul style="list-style-type: none"> ● Makes an independent choice ● Matches cards to instruments ● Recognises their cue to play ● Shows awareness of mood and style ● Plays with a partner

Unit 14 – Right Sound-Right Time

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice	Tropical Island Sign the waves rolling, trees swaying, fish swimming and sun shining.	Under The Sea Children can choose a hand-held instrument. At the end of verse 1, you will hear the lyrics “solo for...”. Select a student to play a solo here. Everyone can then join in the chorus at “Splish, splash.” When the next verse starts, choose a new soloist.	The Whale	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A student...
A	Voices	The Whale Encourage everyone to vocalise or sign on the word “Whoosh”. Use a gesture to reinforce the word. Repeat the start of the track as many times as you wish.	<ul style="list-style-type: none"> • Anticipates “Whoosh” • Vocalises or signs “Whoosh” • Uses gesture on “Whoosh”
B	Cymbal on a stand A range of beaters Soft beaters will make the best sound however not all students can use soft beaters effectively.	The Whale Place the cymbal in the solo spot. Model an appropriate sound on “Whoosh”. Ask a student to come to the solo spot. Restart the track and encourage the student to play the modelled cymbal sound on “Whoosh”.	<ul style="list-style-type: none"> • Anticipates “Whoosh” • Creates an appropriate sound on the cymbal • Plays an appropriate sound in the correct place
C	Ocean drum As for B but with the ocean drum	The Whale Place the cymbal in the solo spot. Ask a student to come to the solo spot. Hand the ocean drum to a student in the group. Encourage the student to play the cymbal on “Whoosh”. The group will pass the ocean drum around throughout the solo.	<ul style="list-style-type: none"> • Anticipates “Whoosh” • Creates an appropriate sound on the cymbal • Plays an appropriate sound in the correct place • Controls ocean drum effectively
D	As for B and C but with the glockenspiel	The Whale Place all the instruments in the solo spot. Select a group of 3 students to come to the solo spot and choose an instrument each. Each soloist will have a specific role; cymbal on “Whoosh”, ocean drum on vocal, glockenspiel on instrumental.	<ul style="list-style-type: none"> • Plays specified instrument at the correct time • Plays specified instrument with control

Unit 15 – Playing in a Group

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice	Tropical Island Sign the waves rolling, trees swaying, fish swimming and sun shining	Under The Sea Children choose a hand-held instrument. Play the track. At the end of the verse 1, select a student at “solo for...” Everyone joins in the chorus “Splish, splash.” At the start of the next verse choose a new soloist.	Jellyfish Chorus The Jellyfish	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A student...
A	Voices / hands Bells / shakers Microphone	Jellyfish Chorus In the ‘Jellyfish Chorus’ the students can make hand movements on “Jiggle, Jiggle” and the word “Splash”. Replay the track. The students can play bells and shakers to “Jiggle, Jiggle”. Replay the track. Pass the microphone, allow the students to vocalise.	<ul style="list-style-type: none"> • Joins in actions • Anticipates “Splash” • Vocalises or signs on “Splash”
B	Cymbal on a stand A wide range of beaters. Those lacking in confidence or range of movement may benefit from a hard beater and vice versa.	Jellyfish Chorus Place the cymbal in the solo spot. Ask a student to come to the solo spot and play the cymbal on “Splash”.	<ul style="list-style-type: none"> • Anticipates “Splash” • Creates an appropriate sound on the cymbal • Plays an appropriate sound in the correct place
C	A piece of tuned percussion Glockenspiels sound good in this.	The Jellyfish Place the glockenspiel in the solo spot. Ask a student to come to the solo spot. The student will play with the music so, direct the students to play no louder than the music.	<ul style="list-style-type: none"> • Shows an awareness of pulse • Plays with appropriate style • Plays with appropriate volume
D	As for A, B and C Add a microphone if available.	The Jellyfish Create a performance where each student has a specific instrumental role: Solo 1: Cymbal on splash Solo 2: Glockenspiel in the instrumental section Everyone: Bells and shakers in the chorus Let students who can vocalise sing “Jiggle Jiggle” using the microphone.	Accepts and executes role of: <ul style="list-style-type: none"> • Cymbal player • Glockenspiel player • Group player • Solo vocalist

Unit 16 – Directing

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice	C'mon Nod head - reach up high - clap hands - stamp feet	Big Noise Everyone chooses a hand-held instrument. Play the track, everyone plays. At the end of the chorus, stop the group and name a student to play a solo. When the chorus returns, direct everyone to play. Repeat as necessary.	March To The Ring	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A student...
A	Hand-held percussion that can be tapped A large drum. Snare drums work well for this unit. EVERYONE / SOLO flash cards	March To The Ring The teacher can use the EVERYONE and SOLO flash cards to direct the group. Everyone chooses a piece of percussion. Select a soloist to play the drum.	<ul style="list-style-type: none"> Follows direction to play in chorus Follows direction to play solo.
B	Hand-held percussion that can be tapped A large drum. Snare drums work well for this unit. EVERYONE / SOLO flash cards	March To The Ring The student uses the EVERYONE and SOLO flash cards to direct the group. Everyone chooses a piece of percussion. Select a soloist to play the drum. Select a student to direct the group using SOLO / EVERYONE flash cards.	<ul style="list-style-type: none"> Follows direction to play in chorus Follows direction to play solo. Directs the group using flash cards
C	Hand-held percussion that can be tapped A large drum. Snare drums work well for this unit.	March To The Ring Everyone chooses a piece of percussion. Demonstrate directing the group using gesture. Select a soloist to play the drum. Select a student to direct the alternation of solo and everyone using gesture. Restart the track. Encourage the student to use gesture to direct the group.	<ul style="list-style-type: none"> Follows direction to play in chorus Follows direction to play solo. Directs the group using gesture.
D	A snare drum A cymbal on a stand	March To The Ring Select two students to play the solo instruments. Select a student to direct the soloists, to play alone or in combination, using gesture.	<ul style="list-style-type: none"> Follow direction to play. Directs the group using gesture

Unit 17 – Shake-Tap-Ring

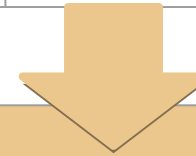
Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice	I Can Move Fingers-legs-head	Shake, Tap, Ring There are no vocals in this track. Divide the instruments into shakers, tappers, and ringers and place them on the matching flash cards. The students can choose an instrument from one of these groups. Start the track then hold up the flash cards in turn. The students can play when their flash card is shown.	Come On And Play	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A student...
A	Ring: Cymbal with a beater and /or wind chimes Tap: A drum with a beater Shakers: Selection SHAKE / TAP / RING flash cards	Before you play the track Place the cymbal and drum in the solo spot and select two students to play these instruments. Explain that when the flash card for TAP is shown, the drummer can play. Change the flash card to RING and explain that the cymbal can now be played. Let the students try this activity before playing the track. The rest of the group to select a shaker. Come On And Play Everyone can play in the chorus. The soloist will play in the verse eg cymbal when the RING flash card is shown. Place the cymbal and drum in the solo spot and ask the two selected students to play them.	Recognises and reacts to flash cards <ul style="list-style-type: none"> • With physical and verbal prompts • With subtle prompt • Without prompt
B	Ring: Cymbal with a beater and /or wind chimes Tap: A drum with a beater Shakers: Selection SHAKE / TAP / RING flash cards	Come On And Play Place the cymbal and drum in the solo spot. Select two students to come to the solo spot and select an instrument. Everyone can play in the chorus. In the instrumental section, hold up the TAP or RING card and the student with the matching instrument should play.	Selects a card and finds the associated instrument with <ul style="list-style-type: none"> • Physical and verbal • Subtle prompt • No prompt

Unit 18 – Shhh!

Greeting	Co-ordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice	I Can Move Fingers-legs-head	Choosing Place instrumental flash cards out in a line. Play the track. Select a student to choose a card, find the matching instrument then play a solo. Repeat the process.	The Gorilla	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A student...
A	Just voices	The Gorilla Each chorus is an exercise in getting quieter: Chorus 1: “THUMP, CRASH” Chorus 2: “TAP, TAP” Chorus 3: “RUB, SHHH” Encourage the students to vocalise and/or sign as they listen to the track.	<ul style="list-style-type: none"> • Anticipates getting quieter • Shows awareness of getting quieter • Shows gross motor control • Show fine motor control
B	A drum	The Gorilla Select three students to play the instruments. In Chorus 1 the drummer plays on “THUMP, CRASH” Pass the drum to the next student. In Chorus 2 the drummer plays on “TAP, TAP” Pass the drum to the next student. In Chorus 3 the drummer plays on “RUB, SHHH”.	<ul style="list-style-type: none"> • Anticipates getting quieter • Shows awareness of getting quieter • Shows gross motor control • Show fine motor control
C	Three solo instruments of your choice	The Gorilla Place the instruments in the solo spot. Designate them to chorus 1,2 and 3 as you wish. Select three students to play the instruments and the students can then play in the chorus designated to their instrument.	<ul style="list-style-type: none"> • Anticipates getting quieter • Shows awareness of getting quieter • Shows gross motor control • Show fine motor control
D	A drum A selection of hand-held percussion sufficient for all to have an instrument	No track Place the drum in the solo spot then select a solo drummer. Direct the rest of the group to choose from the selection of percussion instruments. The drummer will lead and direct the group to get quieter; they will follow.	<ul style="list-style-type: none"> • Gives clear example of getting quieter • Follows clear example of getting quieter

Unit 19 – Playing Quietly

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice (If age appropriate).	Can You Move Fingers-arms-legs	<p>All Join In (demonstration) Listen to the demonstration and encourage everyone to choose an instrument then, select your first soloist.</p> <p>Play All Join In (with instruments) Listen to the count in, then say the name of the first soloist. The soloist can play first and everyone else can play in the chorus. Repeat as necessary.</p>	Night Time	Boogie Woogie This is a chance for students to try out solo instrumental and vocalist roles within a larger group



Option	Resources	Solo Activity	Outcomes. A student...
A	Choose a range of instruments that sound effective when played quietly QUIET flash card	Night Time Show the QUIET card and everyone can listen to the music. Give out selected instruments. Play the track again. Everyone can play in the chorus and listen in the verse.	<ul style="list-style-type: none"> • Listens carefully to the verse • Plays with appropriate volume level
B	Choose one quiet solo instrument	Night Time Place the solo instrument in the solo spot. Select the first soloist and ask them to come to the solo spot and play with the track.	<ul style="list-style-type: none"> • Accepts solo role • Demonstrates dexterity and awareness in the solo
C	One quiet solo instrument A selection of instruments that can be played quietly	Night Time Give out selected instruments. Put a solo instrument in the solo spot and then choose the first soloist. The soloist plays in the verse, everyone plays in the chorus.	<ul style="list-style-type: none"> • Accepts group role: waiting, turn-taking • Demonstrates dexterity and awareness in the solo
D	One quiet solo instrument A selection of instruments that can be played quietly	Night Time Ask a student to choose an instrument they can play quietly in the chorus and place the instrument in the solo spot. The student can play a solo on the instrument of their choice.	<ul style="list-style-type: none"> • Demonstrates dexterity and awareness in the solo • Makes independent choices
E	One quiet solo instrument A selection of instruments that can be played quietly	Night Time Ask a student to form a duo by choosing two instruments and naming another member of the group to play with them. The duo can play during the verse and everyone else can join in the chorus.	<ul style="list-style-type: none"> • Accepts ensemble role; waiting, turn-taking: • Demonstrates dexterity and awareness in the duo • Makes independent choices

Unit 20 – Using Flash Cards

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice (if age appropriate)	Feel Your Whole Body Move Legs-arms-head-whole body	Anyone Can Play Select four students to play tambourine, drum, chimes or cymbal. The students play when their instrument is named. You can use the flash cards to reinforce the order. Anyone Can Play (select different instruments) Select different instruments.	African Instrumental	Boogie Woogie This is a chance for students to try out solo instrumental and vocalist roles within a larger group.



Option	Resources	Solo Activity	Outcomes. A student...
A	Instrument flash cards Selection of hand-held percussion Selection of large percussion instruments	African Instrumental Put out one flash card per student. Ask the students to select a card then to find the matching instrument. Ask for a volunteer or choose a leader. The leader gathers the cards and shuffles them, then holds up the first card from the pack. The student with the matching instrument plays. The leader continues.	<ul style="list-style-type: none"> ● Matches a card to an instrument ● Responds when they see their card ● Starts on sight of card ● Stops when card is out of sight
B	Instrument flash cards Selection of hand-held percussion Selection of large percussion instruments	As for A, allow the students to take turns in leading using the flash cards.	<ul style="list-style-type: none"> ● Matches a card to an instrument ● Responds when they see their card ● Starts on sight of card ● Stops when card is out of sight ● Clear leadership using flash cards
C	Instrument flash cards Selection of hand-held percussion Selection of large percussion instruments EVERYONE flash card	As for B, add in the option of the EVERYONE card.	<ul style="list-style-type: none"> ● Matches a card to an instrument ● Responds when they see their card ● Starts on sight of card ● Stops when card is out of sight ● Clear leadership using flash cards

Unit 21 – Composition

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice (if age appropriate)	Feel Your Whole Body Move Legs-arms-head-whole body	Do You Wanna Choose 3 students to play drum, cymbal and a piece of tuned percussion. The rest of the group choose from the hand-held percussion selection. The named instruments play in the verse; everyone else plays in the chorus.	Latin Instrumental	Boogie Woogie This is a chance for students to try out solo instrumental and vocalist roles within a larger group.



Option	Resources	Solo Activity	Outcomes. A student...
A	Instrument flash cards Selection of hand-held percussion and a selection of large percussion instruments	Latin Instrumental Place all the cards in view. A student will choose 3 cards and place them in a line. The student will indicate the cards one at a time in any order and members of the group play only when their card is shown. Children with restricted movement may use electronic aids or eye pointing to an assistant to indicate their intentions.	<ul style="list-style-type: none"> Recognises instrument flash cards Responds when they see their card Directs the group using cards Starts on sight of card Stops when cards is out of sight
B	Instrument flash cards Selection of hand-held percussion and a selection of large percussion instruments	Latin Instrumental Ask a leader to choose 3 cards and either lay them out on the floor or stick them to a wall in a horizontal line. Choose 3 students to play the selected instruments from the cards. The leader indicates the cards one at a time from left to right, without tracking back. The instrumentalists play when their card is indicated.	<ul style="list-style-type: none"> Recognises instrument flash cards Responds when they see their card Gives clear indication from left to right Tracks 3 cards in a horizontal line left to right
C	Instrument flash cards Selection of hand-held percussion and a selection of large percussion instruments	Latin Instrumental Ask a leader to choose 5 cards and either lay them out on the floor or stick them to a wall in a horizontal line. Choose 3 students to play the selected instruments from the cards. The leader indicates the cards one at a time from left to right, without tracking back. The instrumentalists play when their card is indicated.	<ul style="list-style-type: none"> Recognises instrument flash cards Responds when they see their card Gives clear indication from left to right Tracks 5 cards in a horizontal line left to right

Unit 22 – Patterns

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice (if age appropriate)	Select a coordination song that you enjoyed: Wake Up See What I can Do Can You Sway Roly Poly	Come On And Play The students choose an instrument. The leader has the INSTRUMENT and EVERYONE flash cards and must show the cards one at a time. A student can play when they see their card.	Swing Instrumental	Boogie Woogie This is a chance for students to try out solo instrumental and vocalist roles within a larger group.



Option	Resources	Solo Activity	Outcomes. A student...
A	A selection of percussion Two flash cards for each instrument (These could be photographs or art work)	Swing Instrumental Place all the flash cards out. Demonstrate use of the flash cards to make a left to right pattern. A-B-A eg cymbal-drum-cymbal. Select the soloists to match the selected instruments. Demonstrate pointing to the cards reinforcing left to right tracking (no back tracking). Solos last as long as pattern maker decides. Soloists play only when their card is indicated.	<ul style="list-style-type: none"> Follows direction Anticipates direction
B	A selection of percussion Two flash cards for each instrument.	Swing Instrumental Place all the flash cards out. Ask a student to use the flash cards to make the left to right pattern. A-B-A. Select the soloists to match the selected instruments. The pattern maker points to the cards reinforcing left to right tracking (no back tracking). Solos last as long as pattern maker decides. Soloists play only when their card is indicated.	<ul style="list-style-type: none"> Creates a pattern using flash cards with support Creates a pattern using flash cards independently Follows direction Anticipates direction
C	A selection of percussion Two flash cards for each instrument	Repeat as for A and B using the following patterns: A-B-C-B-A A-B-A-B A-B-A-C-A	<ul style="list-style-type: none"> Creates a pattern using flash cards with support. Creates a pattern using flash cards independently. Follows direction Anticipates direction

Unit 23 – Pulse

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice (If age appropriate).	Select a coordination song that you enjoyed: You've Gotta Tropical Island C'mon I Can Move	Turns To Eight All the students choose an instrument. Listen to the start of the track. One at a time the students take turns to play for the count of eight.	Take It Slowly and Give Me The Beat	Boogie Woogie This is a chance for students to try out solo instrumental and vocalist roles within a larger group.



Option	Resources	Solo Activity	Outcomes. A student...
A	Cymbal and brushes	Take It Slowly Place the solo instrument in the solo spot and ask a student to come to that solo spot. The student plays in the instrumental section and will return to their place during the vocal section.	<ul style="list-style-type: none"> Shows fine motor control Shows stylistic awareness Shows a sense of structure
B	Drum Cymbal and brushes Hand-held percussion	Take It Slowly Place both instruments in the solo spot. Ask a student to come to the solo spot and select one. Everyone plays with the vocals and the soloist plays in the instrumental sections.	<ul style="list-style-type: none"> Shows a sense of ensemble Can maintain regular slow pulse
C	Drum	Give Me The Beat Place the drum in the solo spot and ask a student to come to that solo spot. The soloist will play in the instrumental section and return to their place during the vocals.	<ul style="list-style-type: none"> Maintains a fast regular pulse in balance with track
D	Drum Cymbal and brushes	Give Me The Beat Place both instruments in the solo spot. Ask a student to play a short solo on their chosen instrument with the music.	<ul style="list-style-type: none"> Can maintain a regular slow pulse Can maintain a regular fast pulse in balance with the track
E	Drum Cymbal and brushes	Take It Slowly Place both instruments in the solo spot. Ask a student to play a short solo on their chosen instrument with the music.	<ul style="list-style-type: none"> Can maintain a regular slow pulse Can maintain a regular fast pulse in balance with the track

Unit 24 – Pitch

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice (If age appropriate).	Select a coordination song that you enjoyed: Can You Move Feel Your Whole Body Move	Choosing No instruments are named in this piece. See if the students can name the instrument they wish to play.	Ups And Downs	Boogie Woogie This is a chance for students to try out solo instrumental and vocalist roles within a larger group.



Option	Resources	Solo Activity	Outcomes. A student...
A	A piece of tuned percussion: Glockenspiel Chime bars Tuned percussion	Ups And Downs Place the piece of tuned percussion in the solo spot. Take off all the notes except for C D E F and G. Ask a student to come to the solo spot. Show the students how to move up and down the instrument using a step-wise motion. Let the student play the tuned percussion. Remind the student to move up and down in steps.	<ul style="list-style-type: none"> Shows partial awareness of step-wise motion Shows clear understanding of step-wise motion Improvises fluently using step-wise motion
B	A piece of tuned percussion: Glockenspiel Chime bars Tuned percussion	Ups and Downs Place the piece of tuned percussion in the solo spot, do not remove any notes. Ask a student to come to the solo spot. Show the students how to move up and down the instrument using a step-wise motion. Let the student play tuned percussion and remind them to move up and down in steps.	<ul style="list-style-type: none"> Shows partial awareness of step-wise motion Shows clear understanding of step-wise motion Improvises fluently using step-wise motion
C	iPad Suggested apps: Thumbjam, GarageBand piano, iKaossilator	Ups And Downs Set your equipment to be in the key of C. Let the students practise gliding or stepping up and down.	<ul style="list-style-type: none"> Shows partial awareness of step-wise motion Shows clear understanding of step-wise motion Improvises fluently using step-wise motion
D	Chime bars	Ups And Downs Select a group of 3 students. Give each student one of the following notes: C, E and G. Give a second group of 3 students the notes: D, F and A. Stand the groups in the solo spot facing each other. Encourage each group of 3 students to play their notes together, when directed, using gesture.	<ul style="list-style-type: none"> Shows refined coordination Follows directions by gesture accurately